DRAFT SCORING RUBRIC

FOR

SELF-ASSESSMENT

ON

IDAHO DISTRICT ACCREDITATION QUALITY INDICATORS

DECEMBER 2006

THIS DOCUMENT IS A WORKING DRAFT TO BE USED FOR THE PURPOSE OF INTRODUCING SCORING RUBRICS FOR THE

SELF-ASSESSMENT: IDAHO DISTRICT ACCREDITATION QUALITY INDICATORS.

INTRODUCTORY PAGES, INCLUDING ACKNOWLEDGEMENTS, TABLE OF CONTENTS, INSTRUCTIONS, AND GUIDELINES HAVE YET TO BE ADDED. POSSIBLE ADDENDUMS TO BE DEVELOPED INCLUDE A GLOSSARY OF TERMS.

STANDARD I – VISION, MISSION & POLICIES

1.01. Vision, Mission and Expectations for Student Learning

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
1. The district shall have clearly written vision and mission statements that guide the development of school vision and mission statements.	The district has clearly written vision and mission statements that strongly guide the development of school vision and mission statements.	The district mission and vision statements are clearly written but do not significantly guide the development of school vision and mission statements.	The district is in the process of writing vision and mission statements.	The district has not yet begun the process of vision/mission development.	District and school vision and mission statements
2. The mission statement and expectations for student learning shall be developed by the community and be approved and supported by the professional staff, the school board and/or other district-wide governing organization.	During the development of the district's vision, mission, beliefs and goal statements, representatives of stakeholder groups confer with and obtain input from their constituent organizations. Drafts of these statements were presented by teams composed of representatives of stakeholder groups at open meetings, and public comment was sought and considered prior to final adoption.	Representatives of stakeholder groups reflecting the diversity of the district's learning community collaborate to draft and finalize the district's vision, mission, beliefs and goal statements. Drafts of these statements were presented to the general public at open meetings, and public comment was encouraged and considered prior to final adoption.	A collaborative process is established that involves teachers and administrators in defining the district's vision, beliefs, mission and goals; but it provides a limited role for other stakeholders (e.g., students, parents, community members). Drafts of these statements were presented to the general public at open meetings, but opportunity for public comment was not always provided.	No effort is made to establish a collaborative process to define the district's vision, mission, beliefs and goals. Drafts of these statements were not presented to the general public.	Annual Progress Report within Continuous Improvement Plan Improvement committee meeting agendas and minutes Interviews with staff members, community members, parent/family members, and improvement committee members Perception surveys
3. The district's mission statement shall represent the community's fundamental values and	There is evidence of extensive, ongoing community involvement. Community values and	Community members are involved and the community's fundamental values and beliefs about student learning	There is limited evidence of community involvement in the development process.	No community involvement is planned for the development process.	Annual Progress Report within Continuous Improvement Plan Improvement committee

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beliefs about student learning.	fundamental beliefs about student learning are fully integrated within the district's mission statement.	are reflected in the district's mission statement.			meeting agendas and minutes Interviews with staff members, community members, parent/family members, and improvement committee members Perception surveys
4. The mission statement and the expectations for student learning shall guide the procedures, policies and decisions of the district.	District leadership establishes a systematic process to ensure that all policies, procedures and decisions are regularly reviewed and considered for modification to sustain alignment with the mission and belief statements. District leadership focuses the community on implementing the mission and belief statements by using them as a filter for district improvement initiatives.	District leadership continuously reinforces and supports the mission and belief statements and uses them to guide decision-making. District leadership focuses the staff on implementing the mission and belief statements by using them as a foundation for designing instructional programs.	District leadership reinforces the vision, mission and belief statements but does not always use them to guide decision-making. District leadership does not always use the vision, mission and belief statements as a foundation when designing instructional programs.	District leadership neither reinforces the vision, mission and belief statements nor uses them to guide decision-making. District leadership does not refer to the vision, mission and belief statements when designing instructional programs.	Meeting announcements, agendas and minutes Displays of the vision, mission and belief statements Staff member, student, parent/family member and community member interviews Teacher/student/parent handbooks and school policy and procedures manuals Brochures Websites Press releases
5. The vision and mission shall be regularly reviewed and communicated to the community.	Representatives of all stakeholder groups share the mission and belief statements throughout the community. District leadership establishes a feedback loop to ensure that the mission and belief statements are reviewed and revised as necessary.	District leadership communicates the vision, mission and belief statements to stakeholders of the community. District leadership provides updates to stakeholders on the progress toward accomplishment of the vision,	District leadership distributes the vision, mission and belief statements to staff. District leadership provides updates to staff members on the progress toward accomplishment of the vision, mission and belief statements.	District leadership does not communicate the vision, mission and belief statements. District leadership does not provide updates on the progress toward accomplishment of the vision, mission and beliefs	Displays of the vision, mission and belief statements School board and improvement planning committee meeting agendas and minutes Meeting announcements Teacher/student/parent handbooks

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		mission and belief statements. Periodic opportunities for stakeholders to review and update the district's vision mission, and belief statements are provided.	Periodic opportunities for staff members to review and update the district's vision mission, and belief statements are provided.	statements. Periodic opportunities for stakeholders to review and revise the district's vision, mission and belief statements are not provided.	Staff member, student, parent/family member and community member interviews Brochures Websites Press releases

1.02. School Board Policies and Administrative Procedures

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
1. The district has written policies congruent with its vision and mission and reflective of broad public input.	District policies are well written, complete, and clearly aligned with the district's vision/mission. Policies reflect substantial public input.	District policies are well written and significantly aligned with the district's vision/mission. Policies reflect some public input.	District policies may be in development and/or are partially aligned with the district's vision/mission. Minimal public input obtained.	District policies are incomplete and/or disorganized, as well as poorly aligned with district vision/mission. Little or no public input obtained.	District policy manuals Record of public input/involvement in policy development Demonstrated alignment of policies with vision/mission
2. The district has a parent/community involvement policy.	District policy is written that encourages and defines meaningful parent/community involvement in the educational process and activities of the district. There is clear evidence of parent	District policy is written that addresses parent/community involvement in the educational process and activities of the district. There is evidence of parent involvement in some aspects	District leadership has begun to address policy regarding parent/community involvement. Communication from the district to the home is	District policy does not exist or minimally addresses parent/community involvement. No evidence exists that school procedures and	Parent/community involvement policies at the district level and procedures at the school level Distribution records for school procedures Examples of school-to-home

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	involvement throughout the district's educational programs and activities. The improvement planning committee analyzes patterns of parent/community participation as a planning tool to maximize active and effective parent, community and minority involvement in district improvement planning work and activities. Interactive communication between district and home is meaningful and regular. Parents and community members have easy access to district policies.	of the district, usually in the extracurricular program. The improvement planning committee has adopted a committee policy and district leadership implements procedures that ensure active, effective recruitment of parents, community members and minority representatives to serve on district committees and to be involved in curricular and co-curricular programs.	generally reactive, dealing with issues of student behavior or academic performance.	handbooks are distributed to parents or the community. Communication from the school to the home is minimal.	communication
3. District policies and procedures are available to students, parents, staff and the community.	Staff, students, parents and the community can access district policies and procedures in multiple ways and formats. District proactively utilizes multiple venues for the provision of district policies/procedures.	Staff, students, parents and the community can access district policies and procedures with relative ease. District proactively distributes district policies/procedures.	Staff, students, parents and the community can access district policies and procedures. Availability of district policies/procedures is not convenient and/or consistent.	District does not make district policies/procedures available to parents, students, staff and/or the community.	District website Policy/procedures manuals located in the district office and school buildings that can be accessed by stakeholders Brochures/pamphlets

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4. District policies are reviewed and updated regularly to reflect district needs.	District policies are reviewed and updated on a regularly established schedule to reflect collectively identified district needs.	District policies are reviewed and updated to reflect district needs.	District policies are not always reviewed consistently and/or may not be updated to reflect district needs.	District has not established nor implemented review practices for district policies.	Policy statement Board meeting minutes Needs assessments
5. District policies and administrative procedures reflect, at a minimum, state and federal laws, rules and regulations.	District policies and administrative procedures clearly and comprehensively address state and federal laws, rules and regulations.	District policies and administrative procedures significantly address state and federal laws, rules and regulations.	District policies and administrative procedures generally reflect state and federal laws, rules and regulations.	District policies and administrative procedures do not consistently reflect state and federal laws, rules and regulations. The district has not aligned its policies/procedures with state and federal mandates.	District policy and procedures manuals

1.03. Leadership and Organization

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
1. The superintendent shall provide leadership in the school community by creating and maintaining a shared vision, direction and focus for student learning.	The superintendent collaborates with the school, business community and stakeholders to create and maintain a shared vision and mission for the entire district. The superintendent communicates the mission	The superintendent involves the school community in the development and maintenance of the district mission and vision. The superintendent communicates the mission and belief statements to staff,	The superintendent provides limited leadership in creating and maintaining a shared vision, mission, or focus on student learning. The superintendent minimally communicates the mission and belief statements to staff,	The superintendent does not show evidence of creating and maintaining a mission, vision or focus for the district. The superintendent does not communicate the mission and belief statements to staff, students, families and other	Displays of the vision, mission and belief statements Continuous district improvement plan Meeting announcements, agendas and minutes Teacher/student/parent

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	and belief statements to staff, students, families and other stakeholders in multiple and varied ways. The superintendent initiates opportunities to engage community stakeholders in conversations focused on student academic performance to generate the commitment needed to effect deep reform.	students, families and other stakeholders. The superintendent regularly engages staff, students, families and other stakeholders in conversations focused on student academic performance.	students, families and other stakeholders. The superintendent occasionally engages staff members and/or students and community stakeholders in discussions about student academic performance.	stakeholders. The superintendent does not engage staff members and/or students and community stakeholders in discussions about student academic performance.	handbooks Interviews with staff, students, parents and community members Press releases Website Brochures/pamphlets
2. The instructional schedule adopted by the school board shall be driven by the district's mission and expectations for student learning and shall support the effective implementation of curriculum, instruction and assessment at the school building level.	The master schedule clearly provides for efficient curriculum implementation, reflects a clear and primary focus on maximizing instructional time and effectiveness and provides for frequent assessment and monitoring of learning.	The master schedule provides for efficient curriculum implementation, reflects a significant focus on maximizing instructional time and effectiveness and provides for assessment and monitoring of learning.	The master schedule is usually established with curriculum implementation in mind. A stronger focus on effective use of instructional time and assessment of learning is needed.	The master schedule lacks a distinct focus on effective curriculum implementation and doesn't appear to use expectations for student learning as a guide in scheduling decisions.	Master schedule Interviews with staff
3. Meaningful roles in the decision-making process shall be accorded to students, parents and school staff to promote an atmosphere of participation, responsibility and ownership.	District leadership ensures all systems are in place for administrators, staff, parents, community stakeholders and students to actively engage in communication and decision-making on a regular basis.	District leadership ensures most systems are in place for administrators, staff, parents, community stakeholders and students to actively engage in communication and decision-making on a regular basis.	District leadership ensures some systems are in place for administrators, staff, parents, community stakeholders and students to actively engage in communication and decision-making on a regular basis.	District leadership does not ensure systems are in place for administrators, staff, parents, community stakeholders and students to actively engage in communication and decision-making on a regular basis.	District improvement committee membership Planning process agendas, minutes, surveys and other communications

STANDARD II – HIGHLY QUALIFIED PERSONNEL

2.01. Staffing

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
1. Certificated personnel meet all state and federal requirements.	All teachers hold certificates in their assigned areas of instruction. All teachers are Highly Qualified to teach in their assigned area and/or grade levels.	Most teachers hold certificates in their assigned areas of instruction. Most teachers are Highly Qualified to teach in their assigned area and/or grade levels.	Some teachers hold certificates in their assigned areas of instruction. Some teachers are Highly Qualified to teach in their assigned area and/or grade levels.	Few, if any, teachers hold certificates in their assigned areas of instruction. Few, if any, teachers are Highly Qualified to teach in their assigned area and/or grade levels.	District and school personnel files State Department of Education Idaho Basic Education Data System (IBEDS)
2. Non-certificated personnel meet all state and federal requirements.	All non-certificated personnel have passed the Praxis Exam, have at least 32 credits or have an Associate Degree. Non-certificated personnel are involved in all professional development for instructional staff.	Most non-certificated personnel have passed the Praxis Exam, have at least 32 credits or have an Associate Degree. Non-certificated personnel are involved in most professional development for instructional staff.	Some non-certificated personnel have passed the Praxis Exam, have at least 32 credits or have an Associate Degree. Non-certificated personnel are involved in some professional development for instructional staff.	Few, if any, non-certificated personnel have passed the Praxis Exam, have 32 credits or have an Associate Degree. Non-certificated personnel do not participate in district professional development.	District and school personnel files State Department of Education Idaho Basic Education Data System (IBEDS) Staff development records

2.02. Individual Professional Development

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
1. The district involves staff in the development and implementation of district professional development plans that align with the goals defined in the district strategic plan.	Each professional staff member, including paraprofessionals, has an individualized professional development plan aligned with the goals in the district strategic plan.	Most professional staff members have individualized professional development plans aligned with the goals in the district's strategic plan.	Some professional staff members have individualized professional development plans aligned with the goals in the district's strategic plan.	The district has not formalized a process for the creation and monitoring of individual professional development plans.	Professional development policies in district policy manual Records of professional development plan review
2. The district provides the organizational structure, support, time and resources to schools in order to meet the objectives of individual and school-wide professional development plans.	The district is well-organized in both structure and time to provide for ongoing, job-embedded professional development at the school level. Resources are clearly allocated and sufficient to achieve professional development objectives.	The district is organized in structure and time to provide for ongoing, job-embedded professional development. Resources are allocated and usually sufficient to achieve professional development objectives.	The district is minimally organized in structure and/or time to provide for ongoing, job-embedded professional development. Some resources are allocated but are insufficient to achieve most professional development objectives.	The district doesn't view school structure or time allocation in terms of the provision of ongoing, job-embedded professional development. Resources are not clearly allocated and are insufficient to achieve professional development objectives.	Schedules at the district and building level Administrator responsibilities and procedures for staff growth and development Budget allocations for individual professional development

2.03. Staff Evaluation

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
1. The district uses a staff evaluation model that effectively promotes the continuous improvement of school personnel.	Staff evaluation is focused on the student learning goals of the continuous school improvement plan, the individual growth needs of staff members and the projected long-term needs of the school and district. Individual professional development plans are intentionally used to encourage and support the aspirations of potential school leaders. Evaluation is viewed as an integral part of the work of the district, encompassing individual professional growth and establishing a self-renewing learning organization.	Staff evaluation is focused on the student learning goals of the continuous school improvement plan and the individual growth needs of staff members. Individual professional development plans foster purposeful reflection and refinement of professional practice. Evaluation is viewed as an important part of individual staff growth, and the process is valued by all staff members as a route to staff proficiency.	Staff evaluation is focused on the student learning goals of the continuous school improvement plan or the individual growth needs of staff members, but not both. Individual professional development plans may foster reflection and/or impact professional practice. The evaluation process is viewed as part of individual staff growth but is not valued as a route to proficiency.	Staff evaluation is focused on neither the student learning goals of the continuous school improvement plan nor the individual growth needs of staff members. The evaluation of certified employees and individual professional development plans do not reflect the instructional needs of students and the professional needs of all staff members. Not all certified employees have individual growth plans. Employees view evaluation only as an employment requirement.	Staff evaluation model Evaluation forms District strategic plan and continuous school improvement plans Staff member interviews Individual professional development plans

STANDARD III – EDUCATIONAL PROGRAM

3.01. Elements of Thoroughness

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
1. The following Elements of Thoroughness, as cited in Idaho Code 33-1612, are integrated throughout the educational program: a. provision of a safe learning environment conducive to learning b. educators empowered to maintain classroom discipline c. emphasis on basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work d. provision of instruction in effective communication skills e. provision of a basic curriculum that enables students to enter academic or professional-technical postsecondary educational programs	All eight elements of thoroughness are integrated into the educational program.	Most, but not all of the elements of thoroughness are integrated into the educational program.	Some of the elements of thoroughness are integrated into the educational program.	Elements of Thoroughness are not integrated into the educational program.	Mission and belief statements District policy and procedures manual District handbooks on discipline Curriculum guides Goals/objectives in district strategic plan and continuous school improvement plans

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f. instruction in skills necessary to enter the workforce					
g. introduction of students to current technology					
h. skill acquisition for responsible citizenship at home, school and in the community					

3.02. Content Standards

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
1. The district staff has aligned the curriculum, instruction and assessments with the Idaho Content Standards.	The implemented curriculum is directly based on and fully aligned with Idaho Content Standards and defines what students should know and be able to do in all content areas.	The implemented curriculum is based on and aligned with Idaho Content Standards and generally defines what students should know and be able to do in most content areas.	The implemented curriculum is aligned with some of the Idaho Content Standards. Essential knowledge, skills and processes are not sufficiently identified.	The implemented curriculum is based on resources (e.g., textbooks) other than Idaho Content Standards.	Written curriculum demonstrating clear alignment to standards

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
2. Non-traditional courses such as distance education, correspondence courses, web-based courses and the Portable Assistance Student Support (PASS) program shall be aligned with the Idaho Content Standards.	All non-traditional courses are fully aligned with Idaho Content Standards.	Most non-traditional courses are fully aligned with Idaho Content Standards.	Some non-traditional courses are fully aligned with Idaho Content Standards.	No effort has been made to align non-traditional courses with the Idaho Content Standards.	Course syllabi and materials demonstrating alignment with standards

3.03. Curriculum

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
1. A written curriculum is provided and utilized for each subject area.	Written curriculum is available and utilized for all subjects.	Written curriculum is available and utilized for most subjects.	Written curriculum is available and utilized for some subjects.	No written curriculum is available.	District written curriculum
2. The district effectively implements a well-defined plan for the review and adoption of curriculum and materials.	The district has a well-written and appropriate policy regarding curriculum and materials review and adoption. The approved adoption cycle is followed and sufficient curricular materials are provided to ensure all students have access to the materials.	The district has a sound policy regarding curriculum and materials review and adoption. The approved adoption cycle is usually followed and sufficient curricular materials are provided to ensure all students have access to the materials.	The district has a policy regarding curriculum and materials review and adoption. The approved adoption cycle is followed when possible. Sometimes, curricular materials are insufficient to meet the needs of all students.	The district does not have a curriculum and materials review and adoption plan or policy. The district adopts curricular materials as funds allow and some subject areas use outdated or non state-approved materials.	Curricular review and adoption policy Purchase orders and other documentation substantiating that the district adoption cycle is followed

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
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3. The district selects primary curricular materials for all subject areas from the <u>Idaho Adoption Guide</u> as approved by the State Board of Education.	All curricular materials are approved by the State Board of Education (waiver approved, if necessary).	Most curricular materials are approved by the State Board of Education (waiver approved, if necessary).	Some curricular materials are approved by the State Board of Education. (waivers not obtained)	Curricular materials and waivers are not approved by the State Board of Education.	Curricular adoption cycle followed by district Textbook/instructional material purchase records
4. The district effectively implements a well-defined plan for the integration of technology into its curriculum, instruction and assessments.	The district has a well-developed and fully-implemented plan for integrating technology into its curriculum, instruction and assessments.	The district has developed and significantly implemented a plan for integrating technology into its curriculum, instruction and assessments.	The district has developed or begun development of a plan for integrating technology into its curriculum, instruction and assessments but has minimally implemented the plan.	The district has no comprehensive plan for the integrating technology into its curriculum, instruction and assessments.	Technology plan within Continuous Improvement Planning Tool and/or otherwise
5. Curricular coordination and articulation shall be evident between and among all academic areas and schools in the district.	The district has clearly coordinated and articulated grade level curriculum and instruction and subject matter competencies across all grade levels and in all subjects.	The district has coordinated and articulated grade level curriculum and instruction and subject matter competencies across most grade levels and in most subjects.	The district has coordinated and articulated grade level curriculum and instruction and subject matter competencies across some grade levels and in some subjects.	The district has not coordinated and articulated grade level curriculum and instruction and subject matter competencies across grade levels or in any subjects.	Vertical and horizontal alignment of curriculum and instruction across grade levels and subject areas evidenced in district curricular documents
6. The district shall commit sufficient time, financial resources and personnel to the development, evaluation and revision of curriculum.	A systematic process, which includes time, financial resources and personnel, is in place to develop, evaluate,and revise the curriculum.	With staff input, curriculum is monitored and revised on a regular basis.	The curriculum is occasionally monitored and revised.	The curriculum is not monitored or revised.	District policy and procedures outlining curriculum development, evaluation and revision expectations Meeting minutes, timelines

3.04. Instruction

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
1. The district policies and procedures address:					
1.a. a parent-approved student learning plan by the end of eighth grade or by age 14 for special education students regardless of grade level. (N/A for grades K-7)	District policy clearly outlines the requirements for a parent-approved learning plan and schools have fully implemented the policy.	District policy outlines the requirements for a parent-approved learning plan and schools have significantly implemented the policy.	District policy outlining the requirements for a parent-approved learning plan is under development and/or has not yet been implemented.	District policy has not yet been outlined for a parent-approved learning plan.	District policy manual Copies of parent-approved student learning plans
1.b. an individual learning plan that is aligned with the Idaho Content Standards for limited English proficient students who require testing accommodations.	District policy clearly outlines the requirements for an individual learning plan aligned with the content standards and schools have fully implemented the policy.	District policy outlines the requirements for an individual learning plan and schools have significantly implemented the policy.	District policy outlining the requirements for an individual learning plan is under development and/or has not yet been implemented.	District policy has not yet been outlined for an individual learning plan.	District policy manual Copies of individual learning plans for LEP students Demonstrated alignment of these plans with the Idaho Content Standards
1.c. a current individual education plan that is aligned with the Idaho Content Standards for all special education students.	District policy clearly outlines the requirements for special education individual education plans and schools have fully implemented the policy.	District policy outlines the requirements for special education individual education plans and schools have significantly implemented the policy.	District policy outlining the requirements for special education individual education plans is under development and/or has not yet been implemented.	District policy has not yet been outlined for special education individual education plans.	District policy manual Copies of special education individual education plans Demonstrated alignment of these plans with the Idaho Content Standards

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
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1.d. provision of the opportunity to develop academic skills, professional-technical skills and life skills to all students.	District policy clearly outlines that all students shall be provided the opportunity to develop academic skills, professional-technical skills and life skills to all students, and the policy is fully implemented.	District policy outlines that students shall be provided the opportunity to develop academic skills, professional-technical skills and life skills to all students, and some implementation has occurred.	District policy outlining the provision of the opportunity to develop academic skills, professional-technical skills and life skills to all students is either not fully developed or is minimally implemented.	District policy has not yet been written regarding the provision of the opportunity to develop academic skills, professional-technical skills and life skills to all students.	District policy manual Course outlines and handbooks
1.e. allocation of instructional time to support student learning.	District policy clearly addresses that instructional time must be allocated to support student learning. The policy is well implemented.	District policy addresses that instructional time should be allocated to support student learning, and some implementation has occurred.	District policy addressing the allocation of instructional time to support student learning is either not fully developed or is minimally implemented.	District policy has not yet been written to address the allocation of instructional time to support student learning.	District policy manual Class schedules School and classroom management summaries
2. The district endeavors to meet the teacher/student ratios and teacher loads recommended by the state: Elementary (K-3) = 20 Elementary (4-6) = 26 Middle/Junior High = 160 teacher load High School = 160 teacher load Alt. School (7-12) = 18 average daily class load	All grade levels are at or below the state recommended teacher/student ratios and teacher loads. (100%)	Most grade levels are at or below the state recommended teacher/student ratios and teacher loads. No grade level is below 95% compliance.	Some grade levels are at or below the state recommended teacher/student ratios and teacher loads. No grade level is below 90% compliance.	Grade levels exceed the state recommended teacher/student ratios and teacher loads. Any grade level is below 90% compliance.	Class sizes reported to Idaho Basic Education Data System (IBEDS) on the last Friday of September

3.05. Assessment of Student Learning

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
1. The district participates in the annual statewide student assessment program as required by Administrative Rules.	The district participates in all state required assessments.			The district does not participate in all state required assessments.	Internal SDE testing information
2. The district regularly monitors student achievement.	District and school staff consistently review test data disaggregated by student sub-groups to identify and address gaps in achievement.	District and school staff periodically review test data disaggregated by student sub-groups to identify and address gaps in achievement.	District and school staff occasionally review test data disaggregated by student sub-groups.	District and school staff do not review disaggregated test data.	District testing plan Unit/lesson plans Samples of classroom assessments Staff/student interviews
3. The district uses data to improve student performance, facilitate high quality instruction and provide appropriate intervention.	District leadership has designed and implemented an effective and functional assessment system and consistently uses all data collected to guide instructional decisions.	District leadership has designed and implemented a functional assessment system and usually uses the data collected to guide instructional decisions.	District leadership is in the process of designing and/or implementing an assessment system; or the assessment system is being implemented but the data is not yet used to guide instructional decisions.	The district does not use data to improve student performance, facilitate high quality instruction and provide appropriate intervention.	Documented evidence of a connection between data collected and the goals/objectives/activities in the district strategic plan
4. The district communicates district and school progress in achieving all district-wide expectations for student learning to the community.	The district publishes the state required report card annually.			The district does not publish the state required report card each year.	Annual district report card

STANDARD IV – LEARNING ENVIRONMENT

4.01. School Plant and Facilities

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
1. The district has established regulations regarding matters of public health including sanitation, sewage disposal, a safe water supply and emergency procedures.	District regulations regarding public health matters are comprehensive, aligned with state requirements and fully implemented.	District regulations regarding public health matters address state requirements and are significantly implemented.	District regulations regarding public health matters are incomplete and minimally implemented.	District regulations for public health matters do not exist.	District policy/procedures manual
2. Facilities meet all building codes, safety standards and public health regulations required by state and local authorities.	Fully documented evidence of compliance with codes, standards and regulations.	Significant evidence of compliance with codes, standards and regulations.	Limited evidence of compliance with codes, standards and regulations.	No evidence of compliance to codes, standards or regulations.	Facilities inspection report for Idaho Uniform School Building Safety Act Public health inspections
3. School sites, buildings, equipment and furnishings are designed and maintained to facilitate the safety of all occupants and to maintain the quality of the schools' instructional and co-curricular programs.	Buildings, equipment, and furnishings provide an optimally safe, orderly and equitable learning environment.	Buildings, equipment, and furnishings provide an adequately safe, orderly and equitable learning environment.	Buildings, equipment, and furnishings provide a moderately safe, orderly and equitable learning environment. Minor improvements are needed.	No evidence that buildings, equipment, and furnishings provide a safe, orderly and equitable learning environment. Major improvements are needed.	Architectural plans Facility inspections Maintenance logs and reports
4. All district facilities are inspected annually per Idaho Uniform School Building Safety Act.	Documented evidence that all school facilities have been inspected annually per Idaho Uniform School Building Safety Act is available.			No evidence that all school facilities have been inspected annually per Idaho Uniform School Building Safety Act.	Annual facilities inspection reports for Idaho Uniform School Building Safety Act

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
5. A planned and adequately funded program of building and site management at the district and/or school level shall ensure the appropriate maintenance, repair and cleanliness of all school facilities within the district.	Fully documented evidence of a funded program of building and site management.	Significant evidence of a funded program of building and site management.	Limited evidence of a funded program of building and site management.	No evidence of a funded program of building and site management.	Building maintenance plan/schedule Maintenance budgets Maintenance logs/reports

4.02. Safe, Positive School Environment

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
1. According to IDAPA 08.02.03.160, the district has developed, written and annually reviewed comprehensive districtwide policies and procedures that provide for a safe learning environment conducive to learning and encompass the following:					

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
1.a. school climate	Policies and procedures addressing school climate are complete, well-implemented and annually reviewed.	Policies and procedures addressing school climate are significantly developed, usually well-implemented and periodically reviewed.	Policies and procedures addressing school climate are minimally developed, partially implemented and may or may not be reviewed regularly.	Policies and procedures addressing school climate do not exist.	District policy/procedures manual Copy of review schedule Evidence of implementation
1.b. discipline	Policies and procedures addressing discipline are complete, well-implemented and annually reviewed.	Policies and procedures addressing discipline are significantly developed, usually well-implemented and periodically reviewed.	Policies and procedures addressing discipline are minimally developed, partially implemented and may or may not be reviewed regularly.	Policies and procedures addressing discipline do not exist.	District policy/procedures manual Copy of review schedule Evidence of implementation
1.c. violence prevention	Policies and procedures addressing violence prevention are complete, well-implemented and annually reviewed.	Policies and procedures addressing violence prevention are significantly developed, usually well-implemented and periodically reviewed.	Policies and procedures addressing violence prevention are minimally developed, partially implemented and may or may not be reviewed regularly.	Policies and procedures addressing violence prevention do not exist.	District policy/procedures manual Copy of review schedule Evidence of implementation
1.d. gun-free schools	Policies and procedures addressing gun-free schools are complete, well-implemented and annually reviewed.	Policies and procedures addressing gun-free schools are significantly developed, usually well-implemented and periodically reviewed.	Policies and procedures addressing gun-free schools are minimally developed, partially implemented and may or may not be reviewed regularly.	Policies and procedures addressing gun-free schools do not exist.	District policy/procedures manual Copy of review schedule Evidence of implementation

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
1.e. substance abuse	Policies and procedures addressing substance abuse are complete, well-implemented and annually reviewed.	Policies and procedures addressing substance abuse are significantly developed, usually well-implemented and periodically reviewed.	Policies and procedures addressing substance abuse are minimally developed, partially implemented and may or may not be reviewed regularly.	Policies and procedures addressing substance abuse do not exist.	District policy/procedures manual Copy of review schedule Evidence of implementation
1.f. suicide prevention	Policies and procedures addressing suicide prevention are complete, well-implemented and annually reviewed.	Policies and procedures addressing suicide prevention are significantly developed, usually well-implemented and periodically reviewed.	Policies and procedures addressing suicide prevention are minimally developed, partially implemented and may or may not be reviewed regularly.	Policies and procedures addressing suicide prevention do not exist.	District policy/procedures manual Copy of review schedule Evidence of implementation
1.g. student harassment	Policies and procedures addressing student harassment are complete, well-implemented and annually reviewed.	Policies and procedures addressing student harassment are significantly developed, usually well-implemented and periodically reviewed.	Policies and procedures addressing student harassment are minimally developed, partially implemented and may or may not be reviewed regularly.	Policies and procedures addressing student harassment do not exist.	District policy/procedures manual Copy of review schedule Evidence of implementation
1.h. drug-free school zones	Policies and procedures addressing drug-free school zones are complete, well-implemented and annually reviewed.	Policies and procedures addressing drug-free school zones are significantly developed, usually well-implemented and periodically reviewed.	Policies and procedures addressing drug-free school zones are minimally developed, partially implemented and may or may not be reviewed regularly.	Policies and procedures addressing drug-free school zones do not exist.	District policy/procedures manual Copy of review schedule Evidence of implementation

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
1.i. contagious or infectious diseases	Policies and procedures addressing contagious or infectious diseases are complete, well-implemented and annually reviewed.	Policies and procedures addressing contagious or infectious diseases are significantly developed, usually well-implemented and periodically reviewed.	Policies and procedures addressing contagious or infectious diseases are minimally developed, partially implemented and may or may not be reviewed regularly.	Policies and procedures addressing contagious or infectious diseases do not exist.	District policy/procedures manual

Copy of review schedule

Evidence of implementation |
| 1.j. building safety including emergency drills | Policies and procedures addressing building safety including emergency drills are complete, well-implemented and annually reviewed. | Policies and procedures addressing building safety including emergency drills are significantly developed, usually well-implemented and periodically reviewed. | Policies and procedures addressing building safety including emergency drills are minimally developed, partially implemented and may or may not be reviewed regularly. | Policies and procedures addressing building safety including emergency drills do not exist. | District policy/procedures manual

Copy of review schedule

Evidence of implementation |

4.03. District/Community Resources for Learning

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
1. The district employs classified and support personnel to meet the needs of the staff and students.	The district employs classified and support personnel sufficient to meet the needs of all staff and students.	The district employs classified and support personnel in adequate numbers to meet the needs of most of the staff and students.	The district employs classified and support personnel but not in sufficient numbers to meet the needs of the staff and students.	The district employs no classified and support personnel.	Number and positions of classified and support personnel

Needs assessments

Staff/student/parent interviews and questionnaires |

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
2. Students have access to the following school-based programs required in Idaho statutes:					
2.a. comprehensive developmental school counseling	The district provides complete, comprehensive developmental school counseling services to all students.	The district provides significant developmental school counseling services to students.	The district only minimally provides developmental school counseling services to students.	The district is not providing comprehensive development school counseling services to students.	Staff employed Program or services manuals/descriptions Needs assessments Student access/enrollment records
2.b. programs for gifted/talented and disabled students	The district provides complete programs for all gifted/talented and disabled students.	The district provides significant programs for gifted/talented and disabled students.	The district only minimally provides programs for gifted/talented and disabled students.	The district is not providing programs for gifted/talented and disabled students.	Staff employed Program or services manuals/descriptions Needs assessments Student access/enrollment records
2.c. school psychological services	The district provides complete school psychological services for all students.	The district provides significant school psychological services for students.	The district only minimally provides school psychological services for students.	The district is not providing school psychological services students.	Staff employed Program or services manuals/descriptions Needs assessments Student access/enrollment records

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
2.d. health and school nursing services	The district provides complete health and school nursing services for all students.	The district provides significant health and school nursing services for students.	The district only minimally provides health and school nursing services for students.	The district is not providing health and school nursing services students.	Staff employed Program or services manuals/descriptions Needs assessments Student access/enrollment records
2.e. physical therapy and/or occupational therapy	The district provides complete physical therapy and/or occupational therapy services for all students.	The district provides significant physical therapy and/or occupational therapy services for students.	The district only minimally provides physical therapy and/or occupational therapy services for students.	The district is not providing physical therapy and/or occupational therapy services students.	Staff employed Program or services manuals/descriptions Needs assessments Student access/enrollment records
2.f. supplemental academic support programs	The district provides complete supplemental academic support programs for all students.	The district provides significant supplemental academic support programs for students.	The district only minimally provides supplemental academic support programs for students.	The district is not providing supplemental academic support programs students.	Staff employed Program or services manuals/descriptions Needs assessments Student access/enrollment records
2.g. extended time	The district provides complete extended time programs for all identified students.	The district provides significant extended time programs for identified students.	The district only minimally provides extended time programs for students.	The district is not providing extended time programs for students.	Staff employed Program or services manuals/descriptions Needs assessments Student access/enrollment records

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
3. Students have access to the following community-based services required in Idaho statutes:					
3.a. public health	Evidence indicates that students have full access to community-based public health services.	Evidence indicates that students have significant access to community-based public health services.	Evidence indicates that students have limited access to community-based public health services.	There is no evidence that students have access to community-based health services.	Contracts Memorandums of agreement Student handbooks District policy manual Student interviews
3.b. community mental health	Evidence indicates that students have full access to community mental health services.	Evidence indicates that students have significant access to community mental health services.	Evidence indicates that students have limited access to community mental health services.	There is no evidence that students have access to community mental health services.	Contracts Memorandums of agreement Student handbooks District policy manual Student interviews
3.c. child protective services	Evidence indicates that students have full access to child protective services.	Evidence indicates that students have significant access to child protective services.	Evidence indicates that students have limited access to child protective services.	There is no evidence that students have access to child protective services.	Contracts Memorandums of agreement Student handbooks District policy manual Student interviews
3.d. vocational rehabilitation	Evidence indicates that students have full access to vocational rehabilitation services.	Evidence indicates that students have significant access to vocational rehabilitation services.	Evidence indicates that students have limited access to vocational rehabilitation services.	There is no evidence that students have access to vocational rehabilitation services.	Contracts Memorandums of agreement Student handbooks District policy manual Student interviews

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
3.e. job services	Evidence indicates that students have full access to job services.	Evidence indicates that students have significant access to job services.	Evidence indicates that students have limited access to job services.	There is no evidence that students have access to job services.	Contracts Memorandums of agreement Student handbooks District policy manual Student interviews
3.f. law enforcement and/or juvenile justice liaison	Evidence indicates that students have full access to law enforcement and/or a juvenile justice liaison.	Evidence indicates that students have significant access to law enforcement and/or a juvenile justice liaison.	Evidence indicates that students have limited access to law enforcement and/or a juvenile justice liaison.	There is no evidence that students have access to law enforcement and/or a juvenile justice liaison.	Contracts Memorandums of agreement Student handbooks District policy manual Student interviews
4. The district works collaboratively with communities and families in a school readiness program to prepare children for success in school.	The district clearly works with communities and families in a comprehensive school readiness program for all students.	The district works with communities and families in a school readiness program for students.	The district provides a minimal school readiness program and may not collaborate with communities and families.	The district does not provide a school readiness program.	School readiness program information Meeting agendas, minutes Interviews with families
5. The district shall foster business/community/higher education partnerships that support student learning.	The district has entered multiple and effective partnerships with business/community/higher education organizations.	The district has entered one or more significant partnerships with business/community/higher education organizations.	The district has begun to explore developing partnerships with business/community/higher education organizations.	The district has not yet explored developing partnerships with business/community/higher education organizations.	District strategic/improvement plan Cooperative agreements

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
6. The district shall conduct ongoing planning to address future programs, enrollment changes, staff, facility and technology needs as well as capital improvements.	The district is actively engaged in comprehensive and continuous strategic & improvement planning that addresses future programs, changing demographics, and personnel, facility and equipment needs.	The district is engaged in significant strategic & improvement planning that addresses future programs, changing demographics, and/or personnel, facility and equipment needs.	The district has begun a process of strategic & improvement planning that will address future programs, changing demographics, and personnel, facility and equipment needs.	The district is not engaged in ongoing planning for future needs.	District strategic/improvement plan Needs assessments Facility reports
7. The district endeavors to meet state-recommended caseloads for pupil personnel services: counselors, social workers & psychologists = 400:1 (student/district average)	Evidence indicates that the district meets state-recommended caseloads for pupil personnel services in all areas. (100%)	Evidence indicates that the district meets state-recommended caseloads for pupil personnel services in all areas at the 95% level or better.	Evidence indicates that the district meets state-recommended caseloads for pupil personnel services in all areas at the 90% level or better.	Evidence indicates that the district's caseloads for pupil personnel services are below the 90% level of compliance with state recommendations.	Student population/pupil services personnel ratio on last Friday in September
8. The district shall provide special education services related to the identification, monitoring and referral of students in accordance with local, state and federal laws.	Fully documented evidence that the district provides special education services in accordance with local, state and federal laws.	Significant evidence that the district provides special education services in accordance with local, state and federal laws.	Limited evidence that the district provides special education services in accordance with local, state and federal laws.	No evidence that the district provides special education services in accordance with local, state and federal laws.	Special education records
The district endeavors to meet the state-recommended ratios for elementary/secondary media generalists and assistants: Elementary = 500:1 (student/district average) Secondary = 500:1 (student/district average)	Evidence indicates that the district meets the state-recommended ratios for elementary/secondary media generalists and assistants. (100%)	Evidence indicates that the district meets the state-recommended ratios for elementary/secondary media generalists and assistants at or above the 95% level.	Evidence indicates that the district meets the state-recommended ratios for elementary/secondary media generalists and assistants at or above the 90% level.	Evidence indicates that the school's ratios for elementary/secondary media generalists and assistants are below the 90% level.	Student population/media personnel ratio on last Friday in September

STANDARD V – CONTINUOUS SCHOOL IMPROVEMENT

5.01. District Strategic Plan

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
1. The district develops and implements a comprehensive district strategic plan encompassing the priorities and needs of its schools.	The district has completed all required sections of the Continuous Improvement Planning Tool. The district strategic plan is clearly linked to the priorities and needs of the schools as identified in each school's continuous improvement plan. The district strategic plan is being comprehensively implemented with fidelity.	The district has completed most required sections of the Continuous Improvement Planning Tool. The district strategic plan is linked to the priorities and needs of the schools as identified in each school's continuous improvement plan. The district has begun implementation of the strategic plan.	The district has completed most required sections of the Continuous Improvement Planning Tool. The district strategic plan may illustrate only minimal linkages to the priorities and needs of the schools as identified in each school's continuous improvement plan. There is minimal evidence that the district is implementing the strategic plan.	The district has not started or not made adequate progress within the Continuous Improvement Planning Tool. The district shows no evidence of an adopted strategic planning process that is linked to the priorities and needs of its schools.	Continuous Improvement Planning Tool Documents that demonstrate implementation
2. The district conducts an annual review of strategic and continuous school improvement plan progress with the local board of trustees.	The district conducts an annual review of strategic and continuous school improvement plan progress with the local board of trustees.			The district does not conduct an annual review of strategic and continuous school improvement plan progress with the local board of trustees.	Board agenda and minutes

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
3. The district distributes strategic and continuous school improvement plan results to staff, parents and other stakeholders.	The district uses multiple ways to communicate results of school improvement to all stakeholders.	The district communicates results of school improvement to stakeholders.	The district inconsistently communicates results of school improvement to stakeholders.	The district does not communicate results of school improvement to stakeholders.	District strategic plan and continuous school improvement plan Newsletters Website Press releases

5.02. Professional Development

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
1. The district has ensured that time and resources are made available to staff in order to meet professional development needs.	All available fiscal resources are maximized to provide support for professional development, using state professional development allocations and other funding sources (e.g., local, state, federal, private). Sufficient time is allocated to ensure that professional development needs are met.	Most available fiscal resources are used to provide support for professional development, using state professional development allocations and other funding sources. Time is allocated to meet most professional development needs.	Available fiscal resources are not always maximized to provide support for professional development. Allocated time to meet professional development is limited.	Available fiscal resources are not used, or resources are not re-allocated, to support professional development. Time is not set aside for the professional development needs of the staff.	District, school and individual professional development plans and budgets Professional development schedule Staff interviews

	LEVEL OF PERFORMANCE				
QUALITY INDICATORS	**Fully Met** *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	**EXAMPLES OF SUPPORTING EVIDENCE**
2. Professional development is an integral part of and aligned with the district strategic plan.	The district has an intentional plan, within the district strategic plan, for building instructional capacity through on-going professional development. The district strategic plan clearly establishes priorities for professional development activities based on goals for student learning and professional development needs identified by its schools.	The district has a plan for building instructional capacity through professional development activities. The district strategic plan usually establishes priorities for professional development activities based on goals for student learning and professional development needs identified by its schools.	A district professional development plan exists but is loosely connected to the goals for student learning. The district strategic plan does not coherently establish priorities for professional development activities based on goals for student learning and the professional development needs identified by its schools.	Professional development is not an integral part of or aligned with the district strategic plan.	District strategic plan and continuous school improvement plans

STANDARD VI – STUDENT ACHIEVEMENT

6.01. Accountability

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
1. The district has established high school graduation requirements that, at a minimum, align with those of the State Board of Education. (NA for elementary districts)	High school graduation requirements match or exceed state requirements.			High school graduation requirements do not meet state requirements.	Student handbook and/or district policy manual listing graduation requirements
2. The district reports attendance rates, student dropout rates and graduation rates and incorporates goals for reducing the number of absences and dropouts in the district strategic plan as needed.	Accurate data collection and regular reporting occurs. Identified attendance, drop out and graduation issues are addressed fully in the district strategic/improvement plan. Progress in reducing attendance, drop out and graduation problems is being documented.	Data collection and reporting occurs. Identified attendance, drop out and graduation issues are addressed in the district strategic/improvement plan.	Data collection is incomplete, affecting accurate reporting of data. School community recognizes need for improved data collection and action plan to address problem(s).	District does not have accurate data collection in these areas and/or fails to report. Available evidence indicates attendance and/or dropout rates and graduation rates are below expectations and no action plan has been developed to address the problem(s).	District report card Reports to State Department of Education District strategic/improvement plan
3. The district develops and communicates written policies and/or procedures to staff, students and patrons regarding:					

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
3.a. a comprehensive and effective plan for evaluating student achievement	Policies and procedures regarding a comprehensive, effective plan for evaluating student achievement are fully written, implemented and communicated to staff, students and patrons.	Policies and procedures regarding a comprehensive, effective plan for evaluating student achievement are significantly developed and communicated to staff, students and patrons.	Policies and procedures regarding a comprehensive, effective plan for evaluating student achievement are only minimally developed and/or communicated to staff, students and patrons.	Little or no policies/procedures exist regarding a comprehensive, effective plan for evaluating student achievement.	Student and parent handbooks School procedures manual Website Newsletters Bulletins
3.b. grading and graduation requirements	Policies and procedures regarding grading and graduation requirements are fully written, implemented and communicated to staff, students and patrons.	Policies and procedures regarding grading and graduation requirements are significantly developed and communicated to staff, students and patrons.	Policies and procedures regarding grading and graduation requirements are only minimally developed and/or communicated to staff, students and patrons.	Little or no policies/procedures exist regarding grading and graduation requirements.	Student and parent handbooks School procedures manual Website Newsletters Bulletins
3.c. attendance	Policies and procedures regarding attendance are fully written, implemented and communicated to staff, students and patrons.	Policies and procedures regarding attendance are significantly developed and communicated to staff, students and patrons.	Policies and procedures regarding attendance are only minimally developed and/or communicated to staff, students and patrons.	Little or no policies/procedures exist regarding attendance.	Student and parent handbooks School procedures manual Website Newsletters Bulletins

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
3.d. promotion and retention	Policies and procedures regarding promotion and retention are fully written, implemented and communicated to staff, students and patrons.	Policies and procedures regarding promotion and retention are significantly developed and communicated to staff, students and patrons.	Policies and procedures regarding promotion and retention are only minimally developed and/or communicated to staff, students and patrons.	Little or no policies/procedures exist regarding promotion and retention.	Student and parent handbooks School procedures manual Website Newsletters Bulletins
3.e. expulsion and suspension	Policies and procedures regarding expulsion and suspension are fully written, implemented and communicated to staff, students and patrons.	Policies and procedures regarding expulsion and suspension are significantly developed and communicated to staff, students and patrons.	Policies and procedures regarding expulsion and suspension are only minimally developed and/or communicated to staff, students and patrons.	Little or no policies/procedures exist regarding expulsion and suspension.	Student and parent handbooks School procedures manual Website Newsletters Bulletins
3.f. persistently dangerous schools	Policies and procedures regarding persistently dangerous schools are fully written, implemented and communicated to staff, students and patrons.	Policies and procedures regarding persistently dangerous schools are significantly developed and communicated to staff, students and patrons.	Policies and procedures regarding persistently dangerous schools are only minimally developed and/or communicated to staff, students and patrons.	Little or no policies/procedures exist regarding persistently dangerous schools.	Student and parent handbooks School procedures manual Website Newsletters Bulletins

2. Student Progress

QUALITY INDICATORS	LEVEL OF PERFORMANCE				EXAMPLES OF SUPPORTING EVIDENCE
	Fully Met *Complete development & implementation; clear and comprehensive evidence*	**Mostly Met** *Significant development and implementation; considerable evidence*	**Partially Met** *Minimum development or implementation; limited evidence*	**Not Presently Met** *No action has been taken; no evidence*	
1. The district disaggregates all student data and reports progress annually, adhering to current state and federal guidelines.	Student data is disaggregated fully and reported at least annually.	Student data is usually disaggregated and reported on an annual basis.	Student data is minimally disaggregated and reported.	Student data is maintained in the aggregate and/or progress is not reported to constituents.	Student achievement records District report card District strategic/improvement plan annual progress report
2. The district publishes annual report cards, which include state assessment data; makes them broadly available in understandable language to the public; and submits them as required by state and federal requirements.	An annual district report card containing pertinent student assessment data is written in clear, understandable language and is published and distributed widely.	An annual district report card is published but could be used more widely to inform the public.	An annual district report card containing some available student assessment data is published but may not be easily understood or widely distributed.	An annual district report card is not published.	District report card
3. The district demonstrates student growth and/or progress, or maintains a consistently high level of performance, on statewide assessments.	The district demonstrates significant student growth or maintains high level performance in all subgroups within the district on statewide assessments.	The district demonstrates significant student growth or maintains high level performance in all but one subgroup within the district on statewide assessments. The district strategic/improvement plan contains goals, objectives and strategies to address the needs of the low-performing subgroup.	The district demonstrates significant student growth or maintains high level performance in all but two subgroups within the district on statewide assessments. The district strategic/improvement plan contains goals, objectives and strategies to address the needs of the low-performing subgroups.	The district does not demonstrate significant student growth or maintain a high level of performance on statewide assessments.	State assessment data records District strategic/improvement plan